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ABSTRACT

This bibliography covers the period of 1960-1990 and includes 762 entries. An introduction discusses theories and perspectives on teacher education, teacher education systems internationally, international policies related to preservice teacher education, and inservice teacher education. The bibliography does not offer materials targeting teacher education in the United States or United Kingdom. Materials included are journal articles and books, reports, and conference proceedings published by international and governmental agencies. Entries are categorized according to their relevance to several key components of teacher education: (1) bibliographies and directories, (2) general, (3) descriptions of teacher education systems as a whole, (4) preservice teacher education and preparation, (5) beginning teacher induction, and (6) inservice teacher education and training. An appendix provides a cross-listing for searching by specific regions or countries. (SM)

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Special Studies in Comparative Education
Number Twenty-Nine

ED 414 248

International Bibliography on Teacher Education

Ching-Hwa Tsai

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INTERNATIONAL BIBLIOGRAPHY ON TEACHER EDUCATION

Ching-Hwa Tsai

Special Studies in Comparative Education
Number Twenty-Nine

Co-sponsored by the Buffalo Research Institute on Education for Teaching

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Philip G. Altbach
General Editor, GSE Publications

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PREFACE

This *International Bibliography on Teacher Education* is the 29th in the Special Studies on Comparative Education. It is concerned with a very important and highly relevant topic---teacher education. Surprisingly, although there is much ferment worldwide in the education of teachers, there is very little attention paid to the international dimensions of teacher education. There is much that can be learned from the experiences of other countries in thinking about the reform of teacher education. Innovations have been attempted in different national settings and, as this bibliography shows, the results have been mixed. While it is seldom possible to simply apply a program from one country to another, the experiences of others can be illustrative.

This publication is issued jointly by the Comparative Education Center and the Buffalo Research Institute of Education for Teaching (BRIET) as part of the teacher education program of the Graduate School of Education, SUNY-Buffalo. GSE is a charter member of the Holmes Group and has, for the past half-decade, been engaged in a variety of initiatives in teacher education.

Ching-Hwa Tsai is currently completing his doctoral dissertation in comparative education at SUNY-Buffalo. His research concerns a comparison of policies regarding teachers in New York and in Taiwan. Ching-Hwa Tsai has experience as a teacher educator in National Ping-tung Teachers College, Taiwan and has been actively involved in comparative education in Taiwan and in

the United States. He has been one of the executive editors of the *Comparative Education Newsletter*, the official publication of the Chinese Comparative Education Society (Taiwan), since its publication in 1982.

Philip G. Altbach
Director, Comparative Education Center
June 1992

INTRODUCTION

Ching-Hwa Tsai

This bibliography covers a period of some thirty years (1960-1990) during which we have witnessed a dramatic transformation in areas as broad as the international political arena and as narrow as teacher education. In the former, the unexpected collapse of the Eastern European bloc not only meant the end of the Cold War, but also paved the way for the demise of the USSR. In the latter, the definition and scope of teacher education has been expanded to include almost every aspect of the teaching profession, from the traditional area of pre-service preparation of teachers to the induction of beginning teachers and on to the professional growth and development of in-service teachers.

Most existing bibliographies on teacher education appeared before the mid-1970s, except a couple published in the 1980s which exclusively focused on the in-service education and training of teachers. [1] As a result of the universal primary education movement during past decades, various governments have shown a growing interest in teacher education in order to improve the quality of the expanded schooling. Thus, more bibliographical

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[1] The most recent one is: Val D. Rust & P. Dalin, eds., *Teacher and Teaching in the Developing World*. (New York: Garland, 1990). The bibliography section of this book puts together all the references of each article included in this book; as a result, the coverage is limited to the regions discussed in this book and the focus is expanded to include teacher edcuation and teaching.

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works in this field are expected.

THEORIES AND PERSPECTIVES

Literature on the theories, viewpoints, and perspectives of teacher education show some interesting points. First of all, theories developed in the West on various aspects of teacher education have been repeatedly introduced in the literature published in the developing countries, e.g. competency-based teacher education, microteaching, and school-focused in-service education and training (INSET) for teachers. Second, the borrowing phenomenon has weakened since the 1980s. We can now locate numerous works with titles such as "the Islamic perspectives", or "A view from China," etc. Two possible reasons can explain this. Scholars in these countries have, after being busy introducing western theories, exhibited their intention to construct their own framework of analysis to explore the issues in their teacher education systems. Another reason is that the western-based journals have periodically chosen a certain country as a topic of one issue and asked scholars in this targeted country to contribute papers. These papers are often written by those who have been studying in the West and have English as their major. Third, concerns over the definition of teacher education, the role of teachers in society, and the changing role of teachers in in-service teacher education and training have been expressed in the literature covered. The nature of teacher education, whether it should be an academic endeavor or practical training, is another

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focus of discussion. It seems that the traditional struggle between the faculties of the arts & sciences and the education faculty is not unique to the American context.

TEACHER EDUCATION SYSTEMS

Much of the literature dealing with teacher education systems from an international approach is produced by scholars or institutions in the developed world analyzing the systems of the developing and underdeveloped countries. This reflects the main arguments of the educational dependency theorists that communication among the developing countries is less common than that between the developing and developed world. Descriptions of teacher education systems in Africa usually take the form of a historical description of a single country's system. In addition, the expected function of teacher education in the nation-building process is also signified in the literature, e.g. "Teacher Education for Self-Reliance in Uganda." Other topics such as "Teacher Education for Curriculum Implementation" and "Teacher education to implement the educational reforms" remind us once again that teacher education is a core of educational practices in Africa. Governmental surveys and reports from international organizations are the major sources of literature on Asia and the Pacific. Surveys and inquiry reports by the various governmental agencies of India and Australia are often the most comprehensive. They describe the global system of teacher education in specific regions. Few in-depth analyses can be found. UNESCO's Regional

Office for Education in Asia and the Pacific has been very active in promoting related activities concerning teacher education. In contrast, OECD has played a significant role by initiating a series of research projects in teacher education in Europe. The OECD research appears to be aimed at illuminating the broad context of teacher education and the teaching profession, e.g. training, recruitment, utilization, culture change, and the relation with the ERASMUS program.

PRE-SERVICE TEACHER EDUCATION, TRINING AND PREPARATION

Once again, the literature relating to international policies of pre-service teacher preparation presents a pattern similar to the one we have described above. Most of them are devoted to the description of systems in remote, predominantly rural, and developing countries. Interestingly enough, the question of supply and demand of teachers does not seem to have caught the attention of the international researchers. In the African context, pre-service teacher education has been discussed in terms of its function in promoting rural transformation rather than simply the preparation of teachers for schooling. In spite of this, concerns about the supply of school teachers have been expressed as well as educational planning being discussed. The discussion in the American context about the preparation of minority teachers centers on preparing teachers for the indigenous people in northern Canada. In Asia and the Pacific, pre-service teacher education has been explored under the framework of national educational planning, e.g.

Nepal, India, and China. Another feature has been a discussion of the way to select prospective teachers in many countries' literatures, e.g. India, Israel, and Singapore. In Europe, the discussion even extends to preparing teachers for migrant workers' children and "a European policy for initial teacher education."

In the literature on teacher education curriculum and materials, a high percentage describes teacher education programs in a specific country. Some interest in correspondence programs has been expressed in the developing countries of the British Commonwealth. A popular urge to integrate the various components, theories, and practices of the teacher education curriculum is also frequently heard across the countries. It is obvious that doubt about the effectiveness of teacher education institutions in preparing qualified and skilled teachers is not a concern unique to the United States. Some research examines the function of "social foundation of education" components of the teacher education programs such as "comparative education" in teacher education curriculum; others try to re-examine the borrowed courses in terms of how they related to the indigenous context, for example, the review of British university B. Ed. courses and the education of Nigerian Teachers which is then followed by a call to "develop a European dimension of the teacher training curriculum."

From the case studies, we can easily trace the development of the bi-lateral and multi-lateral cooperation between developed and developing countries. The evaluation reports of the cooperative venture between USAID (through a US higher education institution),

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Canada, & UNESCO and Bahrain, Nigeria, Zaire, and Tanzania present a picture of segments of the international education aid. A second section of the literature explores in-depth a specific program or institution for teacher preparation, either a historical description or an evaluation of a project. Due to the fact that teacher training institutions play an active role in the development of educational systems, or even serve as a preparatory mechanism for elite politicians (for example Ecole Normale Supérieure in France), this biographical literature of institutions and programs is valuable for us to understand the process of nation-building in many countries.

One point should be noted when we pass through the literature on the preparation of teachers of specific subjects, although there is not much in this category indeed. The dilemma of what language should be adopted to be the medium of instruction in some multi-lingual societies once again emerges in their discussion of the preparation of language arts teachers.

Microteaching, self-observation, and the utilization of audio-visual technologies are the most popular teaching methods discussed. Many pieces of literature explore the implications of audio-visual facilities in the preparation of language arts teachers. Microteaching and self-observation are frequently cited as the most feasible ways to enhance teacher preparation during the student teaching phase.

The relation of student teaching and teacher education is another heated topic in the literature. The impact of student

teaching or practice teaching on prospective teachers, reinforcing or washing out the effect of the pre-service education, is repeatedly explored in many countries. Student teachers' perception of the practicum and other variables are also investigated in the hope of finding a way to improve student teaching. Microteaching again is usually cited as a potential method to be used in the practicum. Another concern relates to how to evaluate the student teaching. For example, the training of supervising teachers and the development of effective assessment instruments are recommended. Although the concept of "school-based" practicum has been proposed, the so-called "professional development schools" which are highly recommended in the Holmes Group's report: Tomorrow's Teachers, has never appeared in the regions covered in this bibliography.

The literature on teacher education reforms and trends presents several themes. The first group focuses on the expansion of the teacher preparation to respond to the need resulting from the universal primary education movement (UPE). In some underdeveloped countries, the reforms are aimed at the re-orienting of teacher education for rural development. Another group emphasizes the relation between curriculum development and teacher education. In some cases such as those in Australia, teacher education reforms are treated as the response to curricular changes in various levels of education. Another area of the literature suggests the restructuring of teacher education system due to the promotion of requirements for teachers or the changing conditions of the social

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contexts in which the prospective teachers will work. A more field-oriented teacher education system is also recommended in the literature. These trends are the result of the public's concern over the practical effectiveness of teachers in daily teaching practice, which again is not different from the case in the United States. Interestingly enough, some measures experimented with in the US to improve the attractiveness of the teaching profession, such as merit pay, career ladder, master teacher, have never been proposed in the literature.

When compared with education students, education faculty members have not been studied very much to date. Some analyses of the characteristics of teacher educators have been conducted in Australia and India, along with the investigation of their beliefs and some other literary skills, e.g. computer literacy. The study of education students are much more fruitful in terms of quantity and perspectives. The education students' motives in choosing the teaching profession, aspiration and attainment of learning, attitudes toward teaching, social-personal characteristics, and reasoning abilities have been investigated in numerous regions around the world. Special attention should be given to a series of research projects on the background, motivation and perceptions of educational goals among education students in Singapore. These research projects have been conducted at different times between the 1960s and 1980s. A comparative analyses of these results should be of much importance and should have some significant implications for the teacher education policies in Singapore and

IN-SERVICE EDUCATION AND TRAINING

In the literature on the in-service education and training (INSET) of teachers, the concept of lifelong education is most frequently referred as a rationale for the INSET provision. Recently, the terminology of "teacher development" is often used as a substitute for INSET to convey the idea of continuous career development and the importance of professional development in the teaching career as profession. INSET for teachers at the primary level is especially under consideration and is aimed at expansion of universal primary education and increasing understanding of psychological development of children. The works on the region of Asia and the Pacific are most noticeable in that various alternatives such as distance learning have been investigated as potential ways to better the skills of experienced as well as untrained teachers. The initiatives proposed by the UNESCO Regional Office for Education in Asia and the Pacific are just fabulous in this field.

There are a variety of alternative provisions for INSET discussed in the literature, such as correspondence courses, teacher centers, on-the-spot teacher training programs, teachers' resource centers, mobile support service, educator's workshops, and curriculum development centers. Each alternative has its context-specific implications and may not be transferable for other situations, but the basic rationale for each measure could be taken into consideration when we try to develop feasible ways to solve unique problems. Most of these measures are applied in the

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contexts of the developing or underdeveloped societies, in which there might not be enough resources for providing sufficient pre-service education for teachers or for hiring well-trained personnel to be teachers. INSET has more significance for the quality of teaching in these countries than in the developed countries. In some senses, INSET in these countries is also a sort of pre-service training for untrained teachers.

A surge of literature emphasizes the importance of INSET's relevance to and effectiveness in teaching practices. An increasing role of practicing teachers in the design and operation of INSET is highly recommended. The concept of "school-focused" or "school-based" INSET is growing popular not only in the developed world but in the developing world. This idea of teachers themselves sharing the responsibility of teacher development might be a hope to really professionalize the teaching profession.

CONCLUSIONS

We have reached the following conclusions based on the discussion above:

1. The concepts, topics, and issues of teacher education developed in the West have been actively discussed, and sometimes experimented with in the rest of the world. Recently, an attempt has emerged among the third World scholars to explore teacher education or re-examine the borrowed teacher education systems from their indigenous perspectives.

2. Literature on teacher education in the developing world is

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mostly descriptive in nature. The multiple function teacher education systems have performed in these post-colonial societies are easily identified. Thus, more in-depth analytical work in this field, along with the interaction between teacher education systems in these societies and their broader context, should be encouraged.

3. International organizations, such as OECD, UNESCO, and the World Bank, have been very active in initiating research on teacher education in various parts of the world. For example, OECD has devoted itself to the European region for quite a while; UNESCO has been active in Asia and the Pacific area; and there is a recent increasing involvement by the World Bank in the African Continent.

4. The effectiveness of teacher education in preparing qualified teachers has been, and is, a worldwide concern. A re-examination of the relationship among the various components of teacher education has been conducted repeatedly, and a more field-oriented teacher education curriculum seems to be the most popular recommendation. But we are far from achieving an appropriate compromise between the historical debates: teacher education as vocational training versus an academic discipline.

5. Numerous research projects have been done on the various characteristics of student teachers or teacher education students. In contrast, we really know little about the status of the other side of teacher education: the teacher education faculty. Some investigations concerning this important group are strongly encouraged.

6. Research into the induction stage of beginning teachers is a

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newly emerging field. The impact of induction on the attitudes or beliefs of entering teachers is the major focus of the investigation so far. We expect more work on the other aspects of this stage, such as cooperative teachers, the assessment of performance, and the arrangements of the place for the induction.

7. Again, the role of international organizations, UNESCO in particular, in performing in-service education and training activities for teachers has been very positive. In the developing countries, a variety of alternatives have been designed for the easy access of teachers in rural area. In the developed countries, the current concern is the participation of teachers in developing and implementing these in-service education activities.

In a final word, the bibliography is compiled based on literature published in English; no claim of completeness is made about the above observations.

GUIDE TO THE USE OF THE BIBLIOGRAPHY

This bibliography is a selective guide to comparative teacher education and is intended for those who wish to explore issues in teacher education from an international perspective. This publication is unique because teacher education has been relatively ignored in the bibliographical literature. It is hoped that this publication will be timely and easy to use. Our criteria for selecting material was relevence to a broader understanding of important issues in teacher education, publication in journals that will be relatively accessible in libraries and a length of more than three pages.

The bibliography includes 762 entries which were published in the period between 1960 and 1990. We have limited the bibliography to materials written in English after considering the difficulty of getting access to other language materials and the magnitude of the project. We have also excluded materials which targeted teacher education in the UK and the USA, because these two countries account for a very large literature which is well indexed in other sources.

The materials included in this bibliography are books, reports and conference proceedings published by international and governmental agencies, and journal articles. Doctoral dissertations and master theses have been excluded because they are difficult to obtain.

102 different journals were consulted in the preparation of

this bibliography. The major journals consulted are: Chinese Education, Comparative Education, Comparative Education Review, European Journal of Education, European Journal of Teacher Education, Journal of Education for Teaching, Prospects, South Pacific Journal of Teacher Education, Soviet Education, Teaching and Teacher Education, and Western European Education.

The entries have been categorized according to their relevance to several key components of teacher education: I. Bibliographies & Directories, II. General, III. Descriptions of Teacher Education Systems As a Whole, IV. Pre-service Teacher Education and Preparation, V. Induction for Beginning Teachers, VI. In-service Teacher Education and Training. In addition to this listing, a cross-listing is also provided in the appendix for those who are interested in systems in specific regions or countries.

Most of the materials cited in this bibliography, especially books and reports, are available in the Library of Congress. Readers are urged to contact the publishers if they fail to get the materials there.

Every attempt has been made to reduce possible errors in compiling the publication. It will be appreciated if the editor be informed of any errors.

C.-H. T.

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